Kentucky Reading Program Evaluation Tool

Choosing a reading program is a complex, time-consuming task. Comprehensive reading programs that provide coherence across age levels should reflect solid, scientifically based reading research (SBRR); a clear conceptual framework that can promote achievement of approved state learning standards; and instructional materials that support varied pedagogical approaches, consistent with scientifically based reading research, to teach learners of differing achievement levels.

Reading programs that are reviewed for Reading First must meet the criteria for scientifically based reading research. A comprehensive reading program/learning system includes three components (core, supplemental, and intervention programs/strategies and materials). A comprehensive reading program/learning system must ensure that high priority standards are taught sufficiently to achieve or exceed levels of proficiency. In order to serve the specific needs of primary students, educators must analyze student assessment data in order to identify specific skills that need to be addressed. Once needs are identified, schools will use this tool to select a reading program/ learning system grounded in SBRR.

While no reading program is likely to fulfill all the criteria in the following checklist this checklist can assist educators in evaluating the benefits and limitations of the components of instructional programs and materials for primary age children (K-3).

Directions for use of the Kentucky Reading Program Evaluation Tool
An evaluation tool must be completed for each core reading program considered for implementation. When choosing the appropriate core reading program the limitations of this program should be fulfilled through the supplemental materials aligned to address program limitations.

All reviewers must be identified per evaluation tool.

1) Identify the name, publisher, copyright date of the reading program or material being reviewed.
2) During the review process, rate each element by marking (x) under the appropriate column heading.

Meets or exceeds expectations	Inconsistently meets expectations	Does not satisfy expectations	Comments

3) Upon completion of the program evaluation review the document for program gaps.
4) Once gaps are identified, supplementary materials, grounded in SBRR, should be reviewed and chosen for the purpose of addressing the gaps in the core reading program.

Kentucky Reading Program Evaluation Tool

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Program Development and Implementation provides				
SBRR that supports the reading program				
Alignment to local/school curriculum				
Professional development training with follow-up				
90 minutes or more for reading instruction				
Compatibility with Primary (K-3) Standards in KY				
Primary Program of Studies				
KY Core Content for Reading Assessment				
Components for Teaching Critical Skills in SBRR include				
PHONOLOGICAL AWARENESS				
Individual phonemes in spoken words including: isolating, identifying, blending, segmenting, deleting, adding, substituting,				
Oral rhymes				
Onsets and rimes in spoken syllables				
Syllables in spoken words				
SYSTEMATIC PHONICS				
Logically coordinated and sequenced set of letter-sound relationships				
Explicitly and systematically teaching these letter-sound relationships				
Letter-sound relationships in decodable texts while reading and in spelling while writing				
Phonics instruction adapted to meet individual needs				

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Components for Teaching Critical Skills in SBRR include (con't)				
FLUENCY				
Models for fluent oral reading				
Ways to assess student oral reading				
Student oral reading with expression				
student comprehension while reading aloud				
Repeated oral reading opportunities including support and feedback				
Includes guidance in providing students with opportunities for practice reading fluently				
VOCABULARY				
Direct instruction before reading of text (selected important, useful words, difficult words encountered or frequently found in text)				
Word parts (prefixes, suffixes, and base words) to understand new words				
Dictionaries and other references to understand or confirm the meaning of new words				
Context to understand word meaning; definitions, restatements, examples, descriptions				
Word meanings indirectly through use of oral language; listening to adults read aloud and define unfamiliar words				
Opportunity for rereading extensively independently (outside or direct instructional tine)				
TEXT COMPREHENSION				
Guidance in use of comprehension strategies (including: direct explanation; modeling; guided practice; application; using prior knowledge; using mental imagery)				
Use of comprehensions strategies before, during, and after reading				

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Components for Teaching Critical Skills in SBRR include (con't)				
TEXT COMPREHENSION				
Promotes and monitors comprehension using graphic and semantic organizers; generating questions; answering questions; recognizing narrative and expository structure; and summarizing				
Includes comprehension strategies focused on making meaning of text				
Includes thinking and extending discourse by asking questions and encouraging student discussions				
Student Reading Material provides:				
Decodable reading materials in which about 75% or more of the words are decodable, using phonic elements already taught, for practicing phonic skills				
Predictable texts, leveled texts, easy readers, and both fictional and nonfiction trade books				
Evidence of and teaching of the four genres assessed on the KCCT (literary, informational, practical/workplace, and persuasive)				
Pedagogical Support promotes the use of				
Research-based, conceptual framework of essential ideas and critical skills taught				
A variety of pedagogical strategies: open-ended questioning, direct instruction, practice, discussion, flexible grouping, cooperative learning, etc.				
Resource materials (software, laser disks, videos, etc.)				

Category	Meets or exceeds	Inconsistently meets	Does not satisfy	Comments
Pedagogical Support (con't)				
Differentiation for students with varying levels of achievement				
Developmentally appropriate activities				
Student discussion and reflection				
Skills and strategies for extended learning				
Practice of previously taught skills and strategies				

<u>Further Comments</u>

Signature(s) : _____

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Kentucky Department of Education
Reading First Program